

IMPROVING STUDENTS' WRITING SKILL THROUGH MOZAIK ACTIVITY TO THE FIRST YEAR STUDENTS OF SMPN 2 PEUSANGAN

¹Eli Nofrianti

¹Dosen Program Studi Pendidikan Bahasa Inggris Universitas Almuslim

¹ Email : Nofriatieli38@gmail.com

ABSTRACT

This research was conducted to answer the research problem; Mozaik Activity is applied improve the students' writing skill. The research was designed in classroom action research which conducted in two cycles by following the procedure of action research consisting of four steps; planning, implementing, observing and reflecting. Each cycle was carried out in three meeting. The subject of the research was the first year students class I/I of SMP N 2 Peusangan. The research instruments used in this research were test, observation checklist and questionnaire. The obtained data were presented and analyzed in qualitative and quantitative data. The result of this research showed that Mozaik Activity could improve the students' skill in learning writing. It could be proved by some research finding found by the researcher. The first result found from the test given to the students. The students' average score of the test in cycle 1 was 50 and it increased to 75 in cycle 2. The second result was obtained from the observation of the researcher's performance and students' activities. The percentage of the researcher's performance in the first cycle was 75% or in level good. While, in the second cycle it increased to 88% or in level very good. Next, the percentages of the students' activities was 55% or in level enough in the first cycle and it increased to be 75% or in level good in the second cycle. The other finding got from the result of questionnaire. It showed that the students gave positive responses toward the implementing Mozaik Activity in learning writing. It could be seen by the result of the questionnaire was 4.00 or in category strongly agree. It means that the students' response was very good.

Key words: *writing, mozaik activity*

A. INTRODUCTION

1.1 Background of the Research

Writing is one important part of English language skills. According to (Depdikbud, 2004:6), English subject aimed at developing communication competence in oral and written form. It means that the

students have to learn the four language skills (listening, speaking, reading and writing).

To make the students success in learning English especially in learning writing, it depends on the strategy that used

by the teacher in the classroom. In teaching learning process, strategy is the important part to make the students more active. There are many strategies which can be applied in teaching writing. One of them is Mozaik Activity. Through Mozaik Activity, it can help the students in expressing their ideas or thought into written form. The students can write the topic based on the activity that they have done to be good writing or paragraph. Therefore, the teacher should apply the interested activity in teaching learning especially in teaching writing. Considering the explanation above, the researcher would like to conduct the action research at SMP N 2 Peusangan in order to know the implementation of Mozaik Activity could improve the students' writing skill.

The real condition of teaching and learning process at SMP N 2 Peusangan was still not expected of the curriculum. Based on the preliminary study done by the researcher, it was found that the students have problems in learning writing. They have difficulty in finding the ideas when they start to write. They also have difficulty in expressing their ideas and thought to be a good sentence or paragraph. These caused by the students' lack of vocabulary mastery.

Another problem caused by the strategy used by the teacher in teaching writing was not interesting. The teacher just gave the exercises and analyzed the exercises given. This condition made the students was unmotivated and bored in learning process. Considering the problems faced by the students and teacher, the researcher tried to find a solution to solve the problems. In this case, the researcher tried to apply the Mozaik Activity in teaching writing. This activity can help the students in developing and finding ideas before they start writing. Through Mozaik Activity the students could brainstorm the ideas easily and it makes the students easy to develop their writing by combining the ideas they found into good paragraphs. So Mozaik Activity is an interesting strategy in teaching writing. It is a good way to practice and to improve the students' skill in writing.

B. METHOD

2.1 Setting and subject of the Research

The researcher used classroom action research as research design. It aimed to solve the teacher's and the students' problems in improving their ability in teaching and learning writing. The research was conducted at SMP N 2 Peusangan. The

subject of the research was the first year students, class I/I which consisted of 25 students. The research did the research by following the procedure of classroom action research proposed by Kemmis and Taggart (1998) consisting four steps; planning, implementing, observing and reflecting. The research was held in two cycles which done in three meetings for each cycle. In collecting the data, the researcher used the research instruments such as test, observation sheets, questionnaire and field note. The data obtained were presented and analyzed both qualitative and quantitative. Qualitative data were presented in words, explaining the process of implementing the strategy, while quantitative data were analyzed using analytic scoring for writing assessment.

2.2 Success indicator

The criteria of success were set up as a guide to assess whether the implementation of the action is successful or fail. In other words, it is used to see whether the next cycle is needed or not. To assess the students' skill in writing through Mozaik Activity, the success indicators of the research were designed below:

1. The percentage of the researcher's performance in applying Mozaik Activity in teaching writing should reach the criteria very good or 80%.
2. The percentage of the students' activity in learning writing through Mozaik Activity should meet the criteria good or 75%.
3. The average score of the students' writing test should achieve the criteria good or reach score 70.
4. The mean score of the students' responses toward the implementation of Mozaik Activity in learning writing should get the criteria 'agree' or in level 3.01-4.00.

C. RESULT

3.1 Findings

The research was carried out from February, 10st, 2021 until February, 25th, 2021. After conducting the research, the researcher found some research findings; they are: the result of the researcher's performance and the students' activities during the teaching and learning process through Mozaik Activity in writing class. Next, the result of the students' skill in writing test. Another finding was the result

of the students' responses toward the implementation of Mozaik Activity in learning writing. All research findings were described clearly as follows:

1. The Result of Teaching and Learning Process of Cycle 1 and Cycle 2

This part deals two results; the researcher's performance and the students' activities. Based on the result of observation done during the teaching and learning process in cycle 1, the researcher found that the percentage of the researcher's performance in applying Mozaik Activity in teaching writing was 75% or in level good. While, in the second cycle the percentage of the researcher's performance increased to 88% or in level very good.

Furthermore, another result was found from the observation of the students' participation in learning writing through Mozaik Activity. The researcher found that the percentage of the students' activities in the first cycle was 55% or in level satisfactory. Meanwhile, the percentage of the students' activities in the second cycle was 75% or in level good. It means that the students' participation in learning activities had increased in the cycle 2.

2. The Result of the Students' Achievement in Writing Test of Cycle 1 and Cycle 2

Beside of the observation result in teaching learning process, the researcher also found the other results in this research. Here, the researcher obtained the data about the students' achievement in writing. It was measured from the test given to the students at the last meeting of each cycle. In the first cycle, the researcher got the students' mean score of the writing test was 50 in level fair. In contrast, in the cycle 2, their mean score was improved to be 75 in level good. It means there was a significant improvement of the students' achievement in learning writing through Mozaik Activity.

3. The Result of the Students' Responses Toward the implementation of Mozaik Activity in Learning Writing

The students' response was a consideration to state that the implementation of Mozaik Activity in learning writing was successful or not. The result of the students' response was obtained from questionnaire given to the students at the last meeting in cycle 2. The questionnaire was measured in five items; (1) studying happily in writing class, (2)

easy to comprehend the lesson, (3) respected and brave to give opinion, (4) interested to the activities, (5) working in group.

Based on the data analyzed, the researcher found that the mean score in studying happily in writing class was 4.82 or in strongly agree criterion, easy to comprehend the lesson was 4.00 or in strongly agree criterion, respected and brave to give opinion was 4.00 or in strongly agree criterion, interested to the activities was 4.00 or in strongly agree criterion and working in group was 4.00 or in strongly agree criterion.

Based on the result above, the researcher concluded that the students gave positive responses toward the implementation of Mozaik Activity in learning writing. It was proved by the overall mean score of five items measured above, it was 4.00. It means that the students' responses toward the implementation of Mozaik Activity in learning writing reached the success indicator of 3.00-4.00 on the agree criterion.

4.2 Discussion

Considering the results found and described above, the researcher found some improvements. The first improvement could

be seen by the great increase of the students' writing test in the second cycle. It showed that the students' achievement in cycle 2 was 75. It means that this result reached the success indicator and the implementation of Mozaik Activity could improve the students' skill in learning writing.

The second improvement showed by the results of the observation done during the teaching and learning process. The researcher's performance in cycle 2 was success. The researcher could use the strategy well and could manage the class and the time effectively. It was proved by the result of the researcher's performance in the second cycle was 88% or in level very good. It means that the result reached the criteria of success. Besides, the result of the students' activities also showed the improvement in the second cycle. It could be seen by the percentage of the students' activities was 75% or in level good. This could be claim that the students' learning process was improved and increased and it achieved the success indicator.

The last improvement could be seen from the result of the students' responses toward the implementation of Mozaik Activity in learning writing. The result showed that the mean score of questionnaire

result was 4.00 or in strongly agree criterion. It means that the students gave good and positive responses. They also studied happily and actively during the learning process.

D. CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the results presented in chapter before, the researcher can draw some conclusions as follows:

1. The implementation of Mozaik Activity in writing class had increased the researcher's performance and the students' activities. Based on the result of the observation done by the observer and the researcher during the teaching and learning process, it showed that the percentage score of the researcher's performance in the first cycle was 75% belong to the criteria "good". Furthermore, the percentage score of the researcher's performance in the second cycle was 88% belong to the criteria "excellent". It means that the teaching process was success. Furthermore, the implementation of Mozaik Activity in teaching writing also increased the students' activities. The result showed that the percentage score of the students'

activities in the cycle 1 was 55% or in level "fair". Meanwhile, the percentage score of the students' activities in the cycle 2 was 75% or in level "good". It means that applying Mozaik Activity in writing class could make the students learn writing easily.

2. The teaching and learning process in writing through Mozaik Activity was successful and it improved the students' writing skill. The evidence could be seen based on the result of the students' test. The result showed the mean score of the students' achievement in cycle 1 was 50. Meanwhile, in the cycle 2, the mean score of the students' achievement was improved become 75. It means that the implementation of Mozaik Activity could improve the students' skill in learning writing.
3. The last result was found concerning the students' responses toward the implementation of Mozaik Activity in learning writing. The result was taken from the questionnaire. It showed that the students gave good or positive responses toward the implementation of Mozaik Activity in learning writing. It was proved by showing the average score of the students' responses was 4.00 in the

strongly agree-criterion. It can be claimed that the implementation of Mozaik Activity in teaching writing could make the students studying actively and more enthusiastic.

4.2 Suggestion

Considering to the result finding that had been presented, the researcher can draw some suggestions for the lecturer, the students and also the other researchers. The suggestions are described as follows:

1. The researcher's suggestion for teacher:

The researcher suggests to the teacher who are teaching writing should use the appropriate and interesting strategy in the classroom such as Mozaik Activity. Because this strategy can help the students in developing their ideas so they can create good writing.

2. The researcher's suggestion for students:

The researcher suggests the students should increase their activities more actively and enrich their vocabulary such as through Mozaik Activity, so they can improve their skill in learning writing and their activities more enjoyable.

3. The researcher's suggestion for the other researchers:

The researcher also suggests to the other researchers who want to conduct the research at the same field should find and use the interesting strategy when conducting the research. Here, the researcher can suggest Mozaik Activity as a strategy in the classroom in the others language skills such as in speaking skill because this activity is not only suitable used in writing skill but also in speaking.

E. REFERENCES

- Brown, H. Douglas. 2001. *Teaching by Principles: An Interaction Approach to Language Pedagogy*. Second Edition. USA: Prentice Hall-Regents
- Hampton. 2001. *The Act of Writing: A Media Theory Approach*. USA
- Harmer, Jeremy. 2008. *The Practice of English Language Teaching*. Fourth Edition. London: Longman
- Hoque, Ann. 2006. *Writing Academic English*. Fourth Edition. Pearson: Longman
- Kemmis, S and Mc. Taggart, R. 1998. *The Action Research Planner*. Second Edition. Geelong, Victoria: Deakin University Press